DOCUMENT RESUME

ED 027 930 LI 001 411

By- Ireland, Vera M.

Evaluation of the Library Aide Program, 1967-68. Research and Development Report, Volume II, Number 8.

Atlanta Public Schools, Ga.
Pub Date Jan 69
Note- 39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors- Centralization, Clerical Occupations, Inservice Programs, Instructional Materials Centers, *Librarians, *Library Programs, Library Technical Processes, *Library Technicians, Nonprofessional Personnel, Personnel Evaluation, *Program Evaluation, Program Improvement, *School Libraries, Task Analysis
Identifiers- *Atlanta Public School System

As an integral part of the library improvement program of the Atlanta Public School System, the library aide program, funded under Title I of the Elementary and Secondary Education Act, was developed to relieve librarians of routine clerical and nonprofessional duties. In order to evaluate the inservice training and library aide activities, adaptations of the locally developed multi-purpose instrument, "Determining Task Assignments in Libraries" (D-E-T-A-I-L), were used to (1) evaluate a summer workshop for librarians, (2) determine the nature and extent to which library services were performed for classroom teachers and pupils, and (3) determine the nature and extent to which library aides performed nonprofessional library tasks. The Atlanta-Library Aide Observation Survey (A-LAOS) was used to ascertain the librarians' perception of the performance of library aides in the elementary schools, and a statistical report was made on the materials processed at the Central Processing Center. It was found that the library aide program has made it possible for librarians to assume more professional duties, that the planning and development of the Central Book Processing Center has been a significant success, and that the team work situations have been a major source of strength in the program. Specific recommendations are made for expanding and improving the program. Appendixes include a bibliography of 28 items and data from the D-E-T-A-I-L subtests. (Author/JB)

ED027930

LI 001411

RESEARCH AND DEVELOPMENT REPORT

VOL. II, NO. 8 JANUARY, 1969

EVALUATION OF THE LIBRARY AIDE PROGRAM 1967-68

Atlanta Public Schools

Atlanta, Georgia

LI 001411

ERIC/CLIS APR 30 '69 UNIVERSITY OF MINNESOTA

RESEARCH AND DEVELOPMENT REPORT

Vol. II, No. 8 January, 1969

EVALUATION OF THE LIBRARY AIDE PROGRAM 1967-68

Funded Under ESEA Title I, P. L. 89-10

Prepared by

Mrs. Vera M. Ireland
Research Associate

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development

Dr. John W. Letson
Superintendent

Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
OBJECTIVES	2
REVIEW OF RELATED LITERATURE	2
RELATED SCHOOL ACTIVITIES	4
DESCRIPTION OF PROGRAM	5
GATHERING EVALUATIVE DATA	6
Instruments	7
Plan for Obtaining Data	8
ANALYSIS OF EVALUATIVE DATA	
Summer Workshop for Librarians	9
Direct Services to Teachers and Pupils	13
Services of Library Aides	14
Librarians' Opinion of the Library Aide Program	16
Book Processing Services	16
SUMMARY OF FINDINGS	17
DISCUSSION AND RECOMMENDATIONS	19
Recommendations	20
SELECTED BIBLIOGRAPHY	22

LIST OF TABLES

Table		Page
1	Functions of Certified Librarian	25
2	Functions of the Senior School Library Assistant	28
3	Functions of School Library Assistant	29
4	Functions of Library Aides	30
5	Direct Services to Teachers and Pupils With Ranked Performance Scores as Assigned by Elementary School Teachers and Librarians	31
6	Monthly Schedule of Library Aides Serving in Elementary School Libraries Full Time or Part-Time, 1967-68	33
7	Service And Maintenance Library Activities With Ranked Performance Scores Assigned To Library Aides And To Library Secretaries	34

I. INTRODUCTION

In achieving present-day educational goals, educators and citizens have come to realize that library services which are based on current educational concepts are essential. Accordingly, today librarians work with teachers and resource people in selecting the best materials to support the curriculum and in administering the changing library as it evolves toward an instructional center. These new dimensions in library services are developing at a time when staff shortages are critical. Hence, as certified librarians are trained and released to assume their expanding professional duties, new personnel are being provided to assist the librarians, including library aides and audiovisual technicians, who are becoming welcomed members of the library staff teams.

The 168 schools in the Atlanta Public School System are striving to transform school libraries into efficiently operating instructional material centers and are experiencing more than ever the need to focus on the effective utilization of staff teams.

During the 1967-68 school year, implementation of Titles I and II of the Elementary and Secondary Education Act of 1965 (ESEA) provided $100,000 to purchase library books and materials; $9,300 for a summer workshop for librarians; and $75,937 for employing 33 library aides, a resource librarian, and a typist.

A total of 174 regularly employed full time librarians in the 168 schools has made it possible for librarians to offer emerging educational leadership on a meaningful basis. The librarians are supported and assisted by a central staff team consisting of a resource librarian from each of the five area offices, the Coordinator of Libraries, and the Coordinator of the Instructional Materials Center. Effective coordination and planning across geographical areas and across library functions have been accomplished through the periodic meetings and conferences of this central staff team.

II. OBJECTIVES

The specific objective of the library aide program provided under Title I of ESEA is to relieve librarians of routine clerical and nonprofessional duties in order to enable the librarians to devote more of their time to the professional duties of working with pupils and teachers in facilitating learning.

III. REVIEW OF RELATED LITERATURE

The provisions made by both Titles I and II of ESEA: (1) recognize that library services are an integral part of the current educational thrust and (2) provide opportunities for librarians to become active members of educational teams. Gibbs (1966) emphasized the importance of teamwork of the school administrator, the teacher, and the librarian in selecting and in using the right educational media at the right time and in keeping an ever growing quantity of valuable educational aids readily available to teachers and students alike.

Research in effective and efficient learning supports the idea of instructional materials appealing to multi-senses simultaneously. The special conference in Provo, Utah, in January, 1967, sponsored by the Knapp School Libraries Project, focused on the validity of a multi-media approach to learning and on how to use multi-media in educational programs. Sullivan (1968) in a continuing report on the Knapp School Libraries Project described the supportive role of institutions of teacher education in the research project. It is anticipated that the final report of the Knapp School Libraries Project, which will be available soon, will illustrate the educational value of a full program of school library services.

Willingham (1961) reported in her study of the Forrest Elementary School Library in Atlanta that a new trend in the organization of library services was followed. She stated that the library is not just a repository of books, but it also includes audiovisual services and materials and provides instruction in the use of these materials.

Nicholsen (1964) in a speech delivered at the American Association of School Administrators' Convention in Atlantic City, New Jersey, in February, 1964, gave a succinct and comprehensive description of an instructional materials center (IMC). She recommended either the revolutionary or evolutionary method of transforming the traditional library services into an instructional materials center. She emphasized, however, that whichever method is used it is still important that the professional staff gain as rapidly as possible a thorough knowledge of the content of the center.

Blake, and others (1966) reported on the work of a task force in the Atlanta Public Schools which focused on the role of instructional materials in improving instruction. Guiding principles for the development of school libraries as instructional materials centers, which were reported by the task force included the following:

> The school library in addition to doing its vital work of individual reading guidance and development of the school curriculum should serve the school as a center for instructional materials. These instructional materials include books, other printed materials, films, recordings, and newer media developed to aid learning. These newer media should lead to broader and deeper approaches to instruction.

King and Lincoln (1968) reported on the role of pilot programs as a way of bringing about change in the libraries of the Atlanta Public Schools. These authors

reported on the organization, training, and accomplishments of book processing teams and indicated some of the implications of the experiences.

The training and use of auxiliary personnel in education was studied by the Bank Street College of Education for the Office of Economic Opportunity. Although this study was mainly concerned with auxiliary personnel for classroom teachers, the findings also had implications for the use of library aides. The major findings were concerned with the following aspects of involving auxiliary personnel: (1) careful selection and continuous training; (2) team training of professionals and of auxiliaries who would be working together; (3) job definitions to set limits, which would be applied flexibly; and (4) career development opportunities for auxiliary personnel.

Asheim (1967) reported on Library Manpower Needs and Utilization, a conference held in Washington, D. C., which brought together library educators, library administrators, and figures from other fields who were experienced in work related to the training and utilization of professional personnel. The first-priority steps to initiate the necessary attack upon the library manpower problem, as discussed in the final general meeting of the conference, focused on the identification of the role of the library in the society of the present and the future.

IV. RELATED SCHOOL ACTIVITIES

The improvement of library services in the Atlanta school system is part of the interrelated activities of the total educational effort. The school system has had a centralized audiovisual service and a professional library for many years. Recently, the provision of funds under Titles I and II of ESEA, has helped to bring about a study of the functions and organization of these services. This evaluation has

been one in precept and concept. As a result of this study library services related to classroom activities are being merged with audiovisual services into a Learning Resources Department, which will implement the IMC concept on a centralized administrative level and which will identify and develop new resources. A comprehensive computer based operation to include acquisition and processing also is being planned for these coordinated services. Purchasing and circulation of audiovisual materials are already being done with the assistance of a computer. Furthermore, the development of a central book processing center has been accomplished by the coordinated efforts of personnel within the Learning Resources Department.

The employment of library aides has provided a major thrust in the overall goals for improving the library services. Currently, plans are under consideration to develop a curriculum for training library aides and technicians either in the Atlanta Vocational Technical School or in other appropriate training facilities.

V. DESCRIPTION OF PROGRAM

The employment of library aides and other assistants (senior school library assistant and school library assistant) on the library staff teams to relieve the librarian of some technical and nonprofessional responsibilities was chosen as a realistic approach to accomplishing the overall goals of an instructional materials center in the Atlanta school system. Thirty-three library aides were employed with Title I funds during 1967-68 to help accomplish this task. Most of these aides had served during 1966-67. All library aides received preservice and on-the-job training. A major portion of the initial on-the-job training was given at the Central Processing Center or at the Learning Resources Center.

Inservice training was also provided for librarians to help them to develop instructional materials center

concepts and to understand the functions of the various members of their staff team. This inservice training included a summer workshop and assistance from library resource personnel.

The assignments of library aides were made on the basis of their need for on-the-job training and of the timely need for assistance in the library or in the other service centers. The assignments were made by the Library Coordinator after consulting with library resource personnel, librarians, principals, and the aides. The thirty-one library aides who were assigned to the public schools worked in a variety of programs. These programs included: (1) the Title I school libraries, (2) the Central Processing Center, (3) the Learning Resources Center, (4) the area offices serving Title I schools, and (5) the Audiovisual Center. Furthermore one full time library aide (of the thirty-one) was assigned to special library services including: the Child Treatment Center at the Juvenile Court, the Braille Library, and the Radio and Television Center (WETV).

The two library aides who were assigned to the non-public schools were placed through the staff librarian of the Catholic Archdiocese of Atlanta. These two aides assisted with processing books, telling stories to children, and circulating library materials in the non-public schools.

VI. GATHERING EVALUATIVE DATA

The plan for evaluating the library aide program was based on the objective of the program, which was to relieve the librarians of their routine duties so they might devote more of their time to the professional duties of working with pupils and teachers in facilitating learning. The use of library aides, inservice training for librarians, and the development of the central book processing center were all integral parts of the library improvement program. In order to

assess the inservice training and library aide activities, instruments were developed.

Instruments

A. A multi-purpose instrument, Determining Effective Task Assignments In Libraries (D-E-T-A-I-L) of Atlanta Public Schools, was developed with the assistance of the Library Coordinator, the library resource personnel, and their committees of librarians. The instrument was designed (1) to define certain tasks that are performed in the library, (2) to identify the recipients of library services, (3) to describe the media involved in providing library services, and (4) to delineate the roles of various library personnel. D-E-T-A-I-L intentionally was developed to include activities which are compatible with the goals of transforming traditionally operated libraries into instructional material centers. A jury -- consisting of the Library Coordinator, the Coordinator of the Instructional Materials Center, and the library resource personnel -- agreed on an expected score which would indicate the particular member of the staff team who should perform each of the 146 tasks described by the instrument. The expected scores have subsequently been used as the norms for the Atlanta school system.

Subtests of D-E-T-A-I-L were developed to include 32 direct service activities for pupils and teachers and 52 other activities which may appropriately be performed by nonprofessional members of the staff team. Responses to each of the activities on the subtests were used to indicate the frequency of their performance as follows: 1 = never, 2 = seldom, 3 = occasionally, or 4 = often.

B. The Atlanta-Library Aide Observation Survey (A-LAOS) is a modified form of the Teacher Aide Observation Survey (TAOS) which was developed locally. The A-LAOS was used to ascertain the

librarians' perception of the performance of library aides.

Plan for Obtaining Data

A. Summer Workshop for Librarians

The librarians who participated in the summer library workshop scored D-E-T-A-I-L as a pretest and as a posttest. Opinion difference scores on the pretest and posttest were derived by computing the value differences between the expected scores of the jury and the mean scores of the 22 librarians for each of the 146 items. The opinion difference scores of the librarians on the pretest and posttest were used for computing a rank order correlation to determine if the librarians agreed more with the experts at the end of the workshop than at the beginning.

B. Direct Services to Teachers and Pupils

D-E-T-A-I-L was adapted so as to determine the nature and extent to which library services were performed for classroom teachers and pupils. Items included in the instrument were those which the jury indicated should be performed for teachers and pupils. Responses were obtained from elementary librarians and from a sample of elementary classroom teachers.

C. Services of Library Aides

D-E-T-A-I-L was adapted so as to determine the nature and extent to which library aides performed nonprofessional library tasks in elementary schools. Items included in the instrument were those which the jury indicated should be performed by members of the staff team other than the professional librarian. Responses were obtained from elementary school librarians and from the library aides, who served mainly in the elementary school libraries.

In addition to examining the activities of the library aides in the elementary schools, D-E-T-A-I-L was used to determine the activities of the school library assistants (secretaries), who served in the high school libraries. Both the high school librarians and the high school secretaries responded to the instrument. Subsequently, comparisons were made between the activities of the elementary library aides and the high school library secretaries.

D. Librarians' Opinion of the Library Aide Program

A-LAOS was used to ascertain the elementary school librarians' opinion about the services of the library aides.

E. Book Processing Services

A cumulative record of the activities at the Central Processing Center was maintained and reported.

VII. ANALYSIS OF EVALUATIVE DATA

Summer Workshop for Librarians

The purpose of the workshop was to help additional librarians to gain a better understanding of the concept of libraries as instructional material centers, including the operations involved. Twenty-three librarians participated in the workshop, which was held at the Instructional Services Center where the Learning Resources Center facilities were utilized. The Library Coordinator for the Atlanta Public Schools was the instructor. Each of two resource librarians served as a staff assistant for one-half of the training period, one serving July 17 through July 28 and the other serving July 31 through August 11, 1967. Other personnel who participated as resource members of the

instructional team included a training coordinator, a research associate, a curriculum specialist, a coordinator of audiovisual materials, and a director of buildings and facilities. The staff team emphasized the IMC concept and its relationship to the total school program.

D-E-T-A-I-L was administered as a pretest and as a posttest to 22 of the 23 librarians who participated in the IMC workshop. The scores with which the evaluation was concerned identified the functions which should be performed by each member of a staff team. The staff members were listed in the order of the amount of responsibility the position represented: from certified librarians as "1" for the highest amount of responsibility to library aides as "4" for the lowest amount of responsibility. The scores were assumed to be continuous.

The 146 items and corresponding scores were then grouped according to who the experts said should perform each function: (1) the certified librarian, (2) the senior school library assistant, (3) the school library assistant, or (4) the library aide. Opinion difference scores for each item were derived to indicate the value differences between the score of the librarians and the expected score. A rank order correlation was computed by using the pretest and posttest opinion difference scores for each job category.

Table 1 on pages 25 through 27 lists the 92 functions which the jury said should be duties of the certified librarian -- indicating also the pretest opinion difference scores, the posttest opinion difference scores by rank, and the rank or relative amount of agreement. The arrangement of rank extends from items in which there was the most agreement with the expected score to items in which there was the least agreement with the expected score. A low opinion difference score indicates that there was "little difference" between the mean score of the 22 librarians and the expected score, while a higher opinion difference score represents a greater difference. The rank in opinion difference scores indicates

the relative difference that was shown in the opinions of the jury and of the librarians about the appropriate tasks for the certified librarian.

A rank order correlation was computed between the pretest and posttest opinion difference scores. The resulting correlation of 0.80 was significant at the .01 level, which indicates that the librarians agreed generally with the experts at the beginning and at the end of the workshop. However, the means of the opinion difference scores indicate that there was a tendency for the librarians to agree more with the experts at the end of the workshop than at the beginning.

The 15 functions of the senior school library assistant as identified by the jury are listed in Table 2 on page 28 -- indicating also the pretest opinion difference scores, the posttest opinion difference scores by rank, and the rank or relative amount of agreement on each function. A low opinion difference score indicates "little difference" in the way the 22 librarians and the jury viewed the function of the senior school library assistant; but as the opinion difference scores increased, more differences were shown. The rank in opinion difference scores indicates the relative value differences that existed between expected and posttest scores of the librarians on the functions of the senior school library assistant.

A rank order correlation was computed between the pretest and posttest opinion difference scores. The correlation coefficient (0.40) was not significant at the .05 level. This indicates that there was little change during the workshop period in the way the librarians viewed the job of the senior school library assistant. However, there was a tendency for the librarians to agree more with the jury at the end of the workshop than at the beginning.

Table 3 on page 29 lists the 22 functions which according to the experts, should be performed by the school library assistant -- including also the pretest opinion difference scores, the ranked posttest opinion

difference scores, and the rank or relative amount of difference in opinion on each function. A lower opinion difference score indicates that the librarians and the jury viewed the functions of the school library assistant in the same way; but as the opinion difference scores increased, greater differences in the way they saw the job of this staff member were indicated. The rank in opinion difference scores shows the relative value difference in the opinions of the jury and of the librarians concerning the functions of the school library assistant.

A rank order correlation was computed on the pretest and posttest opinion difference scores. The obtained correlation of 0.43, significant at the .05 level, indicates that generally the librarians agreed with the jury at the beginning and at the end of the workshop. The opinion difference score means indicate that there was a tendency for the librarians to agree more with the experts at the end of the workshop than at the beginning, even though the difference was not significant. Accordingly, it is implied from these data that the librarians understand what the duties of the school library assistant should be.

Table 4 on page 30 lists the 17 functions which the jury said should be performed by the library aides -- including also the pretest opinion difference scores, the ranked posttest opinion difference scores, and the rank or relative amount of agreement on each function. A lower opinion difference score implies that the librarians and jury agreed that the specific function should be performed by library aides, but a larger score implies that they disagreed about who should perform the task. The rank in opinion difference scores indicates the relative value difference in the way the librarians and the jury viewed the job of the library aides at the end of the workshop.

A rank order correlation was computed on the pretest and posttest opinion difference scores. The obtained correlation of 0.84, which is significant at the .01 level, indicates that the librarians and jury viewed the job of the library aide in much the same way

at the beginning and at the end of the workshop. However, the means of the opinion difference scores indicate that there was a tendency for the librarians to agree more with the jury at the end of the course than at the beginning.

The data of Tables 1, 2, 3, and 4 imply that the librarians agreed substantially with the jury at the beginning and at the end of the workshop on the functions that should be performed by each IMC staff member except those functions which should be performed by the senior school library assistant serving in the high school libraries. In other words, participants in the workshop were, for all practical purposes, as knowledgeable about the functions of an IMC staff at the beginning of the workshop as they were at the end of it. They, in general, already knew the relationships measured by the described instruments. However, an item analysis of the functions of each staff member pinpointed the changes made in the opinions of the librarians during the training period. The rank in opinion difference for each job category in the various tables indicates the relative amount of agreement by functions. This information should be helpful to the personnel concerned with the further development of instructional material centers.

An examination of the scores by items in Tables 1 through 4 will show the activities on which the librarians agreed and disagreed with the jury. It is expected that the items on which the librarians disagreed most with the jury will be identified by the Library Coordinator and by the resource librarians as areas of responsibility which should be further clarified.

Direct Services to Teachers and Pupils

The subtest of D-E-T-A-I-L used to evaluate the direct library services included 32 direct services which the jury indicated should be performed for teachers and pupils by members of a library staff team. The data on the responses of the elementary school librarians and of the sample of elementary school teachers

are shown in Table 5 on pages 31 and 32. Twelve of the 32 direct service activities were related to providing books and materials which had been requested: 11 activities were concerned with instruction such as teaching pupils how to use the library, guiding individuals in using library resources, and telling or reading stories to pupils; and 8 activities included special services such as giving assistance to pupil clubs or organizations, publishing a handbook for pupils and faculty members on using the library, and encouraging pupils to use the library. Generally, according to the teachers, the activities concerning instruction and the provision of books and materials for teachers and pupils were performed often, whereas the special services were only occasionally performed. However, the scores assigned to the activities by the librarians indicated that they thought they had performed the special services as frequently as those other services concerning instruction and the provision of books and materials for teachers and pupils.

A Pearson r correlation of the mean scores of the teachers and the librarians did not show a significant relationship at the .05 level. However, the negative correlation coefficient (-0.27) indicated that the teachers tended to think that the direct library services to the teachers and pupils had been performed more frequently than the librarians thought they had been performed. Accordingly, it may be concluded that the teachers generally were favorably impressed with the services which they had received from the library staff.

Services of Library Aides

In addition to serving in the elementary school libraries, the library aides also served in the Central Processing Center, in the Learning Resources Center, in the area offices serving Title I schools, in the Audio-visual Center, and in the special libraries at the Child Treatment Center of the Juvenile Court, at the Braille Library, and at the Radio and Television Center. In some cases the library aides were rotated on the various jobs because of their need for on-the-job

training. At times additional aides were assigned to the Central Processing Center because of the large volume of books and materials to be processed. Table 6 on page 33 shows the monthly schedule of library aides serving in the elementary school libraries. Because of the variation in the assignments of the aides, the services which the librarians indicated had been performed in the elementary school libraries by the aides were not completely inclusive; for they did not include the activities of the aides when they had served in the special libraries previously mentioned. Hence, no high correlation was expected between the responses of the librarians and the library aides concerning the activities of the aides. However, the Library Coordinator had expected that the secretaries serving in the high school libraries would generally perform the same kinds of activities as the library aides.

In order to determine which of the 52 nonprofessional activities identified in D-E-T-A-I-L were performed by the elementary library aides and by the high school library secretaries, responses were obtained from the library aides and from the librarians in the elementary schools, as well as from the librarians and secretaries in the high schools. The data concerning these responses are shown in Table 7 on pages 34 and 35. The responses of the library aides indicated that they most frequently performed those activities related to processing books and materials. The responses of the elementary school librarians indicated that the activities which the aides performed most frequently in the libraries included clerical tasks and activities related to circulation, as well as processing books. A series of Pearson r correlations was computed on the mean scores of those responding to the 52 items of D-E-T-A-I-L. The obtained correlation of 0.63 between the responses of the library aides and of the high school library secretaries was significant at the .01 level. Also, the responses of the high school librarians and of the high school library secretaries were significantly correlated (0.92) at .01 level. As was expected, the correlation (0.07) between the responses of the librarians and of the library aides in the elementary schools

was not significant. Hence, in order to get a total picture of the activities of the library aides, their activities in the Central Processing Center in the area offices, and in the special libraries should also be included.

Librarians' Opinion of the Library Aide Program

The librarians indicated in response to the Atlanta-Library Aide Observation Survey (A-LAOS) that because of the use of library aides they were able to spend, on an average, ten additional hours per week in performing duties as follows: about 3 hours in planning and preparation; about 3 hours in working directly with pupils; about 2-1/2 hours in working directly with teachers; and about 1-1/2 hours in working with other adult groups, including parents.

The librarians implied in responses to A-LAOS that since library aide services were available, their services to teachers and pupils were "slightly higher" and that the attitude of teachers and pupils toward library services were "slightly better." The librarians also indicated that the library aide training program was "somewhat effective."

Book Processing Services

Additional books and materials provided by ESEA Titles I and II funds increased the time-consuming processing tasks, many of which were nonprofessional activities. The previous experience of book processing teams composed of library aides, National Youth Corps aides, and a librarian demonstrated the need for a central processing center, which was subsequently developed. The premise on which this center was established was that books and materials can be more efficiently processed in a carefully planned sequence of procedures. Furthermore, since new acquisitions are now shipped directly to the processing center, the handling of books is minimized.

During an eight-month period (from October 2, 1967, through June 1, 1968) a total of 25,581 books were processed at the Central Book Processing Center and were thereafter shipped through the local school delivery service to the libraries for which they had been ordered. This service was accomplished by a staff librarian who coordinated the work of five Title I library aides who had occasional part-time help from the other aides.

The utilization of library aides in processing books has made it possible to establish and arrange libraries for immediate service to pupils and teachers in five new schools.

VIII. SUMMARY OF FINDINGS

The library services in the Atlanta school system are an integral part of a learning resources service which implements the IMC concept on a centralized administrative level as well as on a local operational level. The employment of 33 library aides was for the specific purpose of relieving librarians of routine clerical and nonprofessional duties in order to enable the librarians to devote more of their time to the professional duties of working with pupils and teachers in facilitating learning. The evaluation of library services involving the use of library aides was based on this objective. Adaptations of the locally developed multi-purpose instrument, D-E-T-A-I-L, were used: (1) to evaluate a summer workshop for librarians, (2) to determine the nature and extent to which library services were performed for classroom teachers and pupils, and (3) to determine the nature and extent to which library aides performed nonprofessional library tasks. The Atlanta-Library Aide Observation Survey (A-LAOS) was used to ascertain the librarians' perception of the performance of library aides in the elementary schools. Comparisons were made between the identified activities performed by the library aides and those performed by the library secretaries in the

high school libraries. A statistical report was made on the books and materials processed at the Central Processing Center.

The evaluation of the summer workshop for 22 librarians showed that the librarians agreed with the jury, both at the beginning and at the end of the workshop, concerning the functions that should be performed by each IMC staff member except the senior school library assistant who serves in the high school library. More specific implications were shown by functions of each staff member. This detailed information pinpointed the changes which had been made during the training period in the opinions of the librarians and of the jury. Furthermore, the rank in opinion difference for each job category has indicated the relative amount of agreement by functions. It is expected that those responsible for the inservice training of library personnel and for coordinating the library services will further clarify the areas of responsibility which have been identified by the items on which the librarians and the jury disagreed most.

Teachers indicated that the library staff often provided books and materials for the classrooms, frequently instructed teachers and pupils in using the library resources, and repeatedly read or told stories to pupils -- while they only occasionally provided special services such as giving assistance to pupil clubs or organizations. The teachers tended to think that the library services had been performed more frequently than the librarians thought they had been performed.

The library aides were mainly assigned to serve in the elementary school libraries. However, they also served on a full time or part-time basis in special assignments such as the Central Processing Center and the Learning Resources Center.

The librarians indicated that the nonprofessional activities which the library aides had performed (in the elementary school libraries) most frequently in-

cluded clerical tasks and those activities related to the circulation and processing books. Generally, the library aides indicated that they most frequently had performed those activities related to processing books and materials. The high school librarians and secretaries agreed that the high school library secretaries generally had performed the same nonprofessional activities which the library aides had performed.

Elementary school librarians indicated that, because of the use of library aides, they were able to spend about ten additional hours per week in activities such as planning and working directly with teachers and pupils. These librarians also indicated that, because library aide services had been available, the library services to teachers and pupils were "slightly higher," the attitudes of the teachers and pupils toward library services were "slightly better," and the training program for library aides was "somewhat effective."

A total of 25,581 books were processed at the Central Processing Center and were subsequently shipped through the school delivery service to the libraries for which they had been purchased. The utilization of library aides in processing books has made it possible to establish libraries for rendering immediate service to pupils and teachers in five new schools.

IX. DISCUSSION AND RECOMMENDATIONS

The development of library services in the Atlanta Public Schools as an integral part of instructional resources, is consistent with current educational concepts. The provision of library aides has made it possible for librarians to assume more professional duties which are appropriate for accomplishing overall educational goals.

The planning and development of the Central Book Processing Center has been a significant success in

that this service has made it possible to process books more efficiently than previously and to eliminate the unnecessary handling of books.

There has been evidence in this report and in the research associate's informal conversations with library resource personnel, librarians, and library aides that the positive human relations element in team work situations has been a major source of strength in the library program involving the use of library aides.

Recommendations

A. Consideration should be given to employing the library aides on a twelve-month basis. This would make it possible to provide improved direct services to teachers and pupils during the summer; to plan for activities during the forthcoming year; to retain aides who need full time work; and to plan for a twelve-month, four-quarter school year.

B. Consideration should be given to expanding the scope and services of the Library Processing Center to include the processing of materials for all schools.

C. The feedback information provided in Table 5 on pages 31 and 32, concerning the library services to teachers and pupils, and the information in Table 7 on pages 34 and 35, concerning the activities of library aides, should be used as a basis for discussions between librarians and library resource personnel -- as well as for inservice sessions involving librarians, teachers, and principals.

D. Those schools which need additional library staff services should give consideration to employing a library aide.

E. A plan should be devised to provide opportunities for library aides to advance in the established job categories of library services.

F. Librarians should become more actively involved than previously in providing materials and services for improving instructional programs.

G. Should the school system proceed with computerizing library processes, appropriate retraining and reassigning of the library aides and of the other members of the library staff teams should be accomplished.

H. Further consideration should be given to developing a curriculum for training library aides and technicians in either the Atlanta Vocational Technical School or in local college and/or university facilities.

I. Consideration should be given to changing the title "library aide" to "instructional materials aide" or to a title that would more appropriately reflect the concepts of instructional material centers than the present title reflects.

X. SELECTED BIBLIOGRAPHY

American Library Association. "Position Classification and Salary Administration in Libraries." Prepared by the Subcommittee on Job Analysis Manual and Classification Pay Plan Manual. Chicago. 1951.

American Library Association. "New Educational Trends and Media - Their Impact on School Libraries." Chicago. February, 1961.

American Library Association. "School Activities and the Library." Chicago. 1966.

American Association of School Librarians. "Standards for School Library Programs." Chicago: American Library Association. 1960.

Atlanta Public Schools. "Book Processing for Libraries." 10 minutes of color slides with tape. 1966.

Asheim, Lester, (Ed.) "Library Manpower Needs and Utilization." A conference report. Chicago: American Library Association. 1967.

Bank Street College of Education for the Office of Economic Opportunity. "New Partners in the American School - A Study of Auxiliary Personnel in Education." November, 1967.

Blake, Dorothy and others. "Instructional Materials." A report by Task Force II, Atlanta Board of Education. 1966.

Blake, Dorothy W. "A Study of Quantitative Features of School Libraries in the Atlanta Public Schools Compared with National Standards for School Libraries." Unpublished paper, Emory University, Division of Librarianship. 1961.

Brown, Harriett B. and Eliner Sinnette. "The School Library Program for Children in a Depressed Area." American Library Association Bulletin. July-August, 1964. Pp. 643-647.

Darling, Richard L. "Changing Concepts in Library Design." American School University. May, 1965.

Ellsworth, Ralph E. and Hobart D. Wagener. "The School Library: Facilities for Independent Study in the Secondary School." A report prepared by the Educational Facilities Laboratories. 1963.

Gaver, Mary V. "Crisis in School Library Manpower -- Myth or Reality?" School Activities and the Library. Chicago: American Library Association. 1967.

Gaver, Mary V. Patterns of Development in Elementary School Libraries Today. 5th edition. Chicago: Encyclopedia Britannica, Inc. 1965.

Gaver, Mary V. and Milbrey L. Jones. "Secondary Library Services: A Search for Essentials." Teachers College Record. December, 1966. Pp. 200-210.

Gibbs, Wesley F. "The School Library -- An Administrator Speaks." School Activities and the Library. Chicago: American Library Association.

Knapp School Libraries Project. "School Libraries Reports." 1965.

Knapp School Libraries Project. "A Multi-Media Approach to Learning." Report of Special Conference in Provo, Utah. January, 1967.

Lohrer, Alice. The School Library Materials Center: Its Resources and Their Utilization. Champaign, Illinois: Illinois Union Bookstore. 1964.

Martin, Lorrell A. Students and the Pratt Library: Challenge and Opportunity. Baltimore: Enoch Pratt Free Library. 1963.

Nicholsen, Margaret E. The I.M.C. Text of a Speech Delivered at the American Association of School Administrators' Convention in Atlantic City, N. J. February 18, 1964.

Perkins, Bryce. Getting Better Results From Substitutes, Teacher Aides, and Volunteers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1966.

Redding, M. Frank and Roger H. Smith. Revolution in the Textbook Publishing Industry. National Education Association.

Sullivan, Peggy. "A Continuing Report - The Knapp Project and Teacher Education." School Libraries. Winter, 1968.

Taylor, Margaret and Kathryn Liebold. Libraries are for Children: A Teaching Guide and Manual for Library Skills. Fordham. 1965.

Trump, J. Lloyd. "Secondary Education Tomorrow: Four Imperatives for Improvement." Bulletin of the National Association of Secondary School Principals. April, 1966. Pp. 87-95.

Willingham, Doris D. "A Survey of the Nathan B. Forrest Elementary School Library, Atlanta, Georgia." A thesis submitted to the faculty of Atlanta University. 1961.

U. S. Department of Education. "The First Work of These Times... ." U. S. Department of Health, Education, and Welfare. 1965.

TABLE 1

Functions of Certified Librarian

Item	Function	Opinion Difference Scores: Pretest (Unranked)	Posttest (Ranked)	Rank on Posttest
1.	Visits and observes in other libraries	0	0	7.0
2.	Cooperates with college, public, and professional libraries	0	0	7.0
3.	Plans nature and scope of instruction on the use of the library	1	0	7.0
4.	Participates in professional organizations	0	0	7.0
5.	Coordinates library activities with those of total school program	0	0	7.0
6.	Serves as liaison to professional organizations, such as ALA, GEA, and NEA	4	0	7.0
7.	Organizes and schedules instruction on the use of the library	1	0	7.0
8.	Encourages staff to participate in inservice training	1	0	7.0
9.	Represents library at faculty and administrative meetings	2	0	7.0
10.	Plans and executes budget	2	0	7.0
11.	Evaluates library collection to identify needs	2	0	7.0
12.	Writes a library handbook for faculty	5	0	7.0
13.	Writes a manual of policies and procedures for staff	3	0	7.0
14.	Develops with faculty the policies for selecting materials	3	1	24.0
15.	Plans orientation and inservice training	0	1	24.0
16.	Takes responsibility for annual report	5	1	24.0
17.	Reads and reviews professional literature	2	1	24.0
18.	Prepares work schedules for staff	2	1	24.0
19.	Evaluates work of staff	0	1	24.0
20.	Makes job analyses	2	1	24.0
21.	Participates in inservice training as instructor as well as learner	0	1	24.0
22.	Conducts staff meetings	0	1	24.0
23.	Interprets regulations and directions to staff	4	1	24.0
24.	Determines library policies and objectives	1	1	24.0
25.	Interviews salesmen and examines various book series	1	1	24.0
26.	Plans for more effective methods of handling library tasks	2	1	24.0
27.	Encourages library-community contacts through open-house, discussion groups, and PTA committees	3	1	24.0
28.	Suggests improvements and innovations in instruction on the use of the library	2	1	24.0
29.	Attends faculty meetings	5	1	24.0
30.	Develops and maintains a climate for good public relations	4	1	24.0

TABLE 1 (Contd.)

Item	Function	Opinion Difference Scores: Pretest (Unranked)	Posttest (Ranked)	Rank on Posttest
31.	Serves on curriculum committees	4	1	24.0
32.	Decides on physical arrangement of library	4	1	24.0
33.	Investigates nature and causes of library administrative problems	1	1	24.0
34.	Develops policy and criteria for the acceptance of gifts	2	1	24.0
35.	Evaluates degree to which library program meets school needs	0	2	38.0
36.	Provides orientation of new faculty to library needs	0	2	38.0
37.	Gives book talks and reviews to groups	5	2	38.0
38.	Assigns library staff duties	2	2	38.0
39.	Encourages pupil and faculty recommendations for acquisitions	5	2	38.0
40.	Makes recommendations to administration regarding renovation and remodeling needs	4	2	38.0
41.	Keeps abreast of school activities	2	2	38.0
42.	Writes a library handbook for pupils	1	3	42.5
43.	Sets policies for preserving, rebinding, and weeding materials	1	3	42.5
44.	Plans for the reorganization and relocation of collections and materials	5	4	45.0
45.	Develops and implements rules and regulations governing circulation	8	4	45.0
46.	Reads and/or reviews new books and publications for the purpose of classifying	5	4	45.0
47.	Promotes library through various publicity media, such as newspapers, radio, and television	10	5	48.0
48.	Assists with research work and answers reference questions	6	5	48.0
49.	Prepares lists of materials needed in special subject areas	15	5	48.0
50.	Plans for the observance of such special occasions as Book Week and National Library Week	8	6	53.5
51.	Previews audiovisual materials for possible borrowing and purchasing	8	6	53.5
52.	Maintains collection of professional books and sample texts for faculty	19	6	53.5
53.	Organizes activities and establishes routine	9	6	53.5
54.	Guides the reading of individual children	4	6	53.5
55.	Determines criteria for selecting pupil aides	3	6	53.5
56.	Determines methods and routines for mechanical preparation of materials	11	6	53.5
57.	Gives assistance to pupil organizations	12	6	53.5
58.	Establishes policies and procedures for handling reference work	4	7	59.5
59.	Trains adult library staff	1	7	59.5
60.	Instructs pupils in research methods and encourages the use of standard sources, such as The Reader's Guide	5	7	59.5

61.	Explains lending policies to patrons and handles complaints	9	7	59.5
62.	Keeps patrons advised of new acquisitions and services	10	8	63.5
63.	Examines material for discard and replacement	14	8	63.5
64.	Maintains up-to-date reference materials	12	8	63.5
65.	Assigns classification numbers and subject headings to all materials	8	8	63.5
66.	Arranges library tours for school and youth groups	8	9	66.5
67.	Schedules pupil attendance for instructional and/or group work	8	9	66.5
68.	Guides the reading choices of groups of children	5	10	70.0
69.	Supervises various library work activities	14	10	70.0
70.	Organizes a vacation reading program	1	10	70.0
71.	Supervises classifying and cataloguing all types of material	13	10	70.0
72.	Conducts orientation to library for new pupils	9	10	70.0
73.	Provides a ready-reference shelf	12	11	74.5
74.	Sponsors a pupil library club	12	11	74.5
75.	Returns materials sent through error	23	11	74.5
76.	Keeps the library open for community education and adult education classes	12	11	74.5
77.	Develops a collection of vocational information materials in the library	14	12	77.5
78.	Acknowledges gifts of materials	13	12	77.5
79.	Composes answers to correspondence	10	13	79.0
80.	Provides a community resource file (people, places, and things)	10	16	81.0
81.	Provides and plans displays, bulletin boards, exhibits, and book fairs	14	16	81.0
82.	Supervises and facilitates inter-library loans	17	16	81.0
83.	Provides for home loan multiple copies of paperback books in demand	12	17	83.5
84.	Verifies and approves invoices	20	17	83.5
85.	Compiles bibliographies and special indexes	10	19	85.0
86.	Designs forms to be used for routine activities, such as overdue notices and permit slips	23	21	86.0
87.	Maintains reading records for individuals	33	22	87.0
88.	Reads or tells stories for taping	21	26	88.0
89.	Maintains a collection of college catalogues in the library	25	27	89.0
90.	Makes photo-duplication service available to pupils	29	28	90.0
91.	Tells or reads stories tc groups	17	32	91.0
92.	Teaches the use of the library to groups	7	46	92.0
	Mean	7.2	6.8	

TABLE 2

Functions of the Senior School Library Assistant

Item	Function	Opinion Difference Scores: Pretest (Unranked)	Posttest (Ranked)	Rank on Posttest
1.	Assists pupil in selecting materials	12	6	1.0
2.	Provides cards to teachers for giving library advanced warning on assignments	22	7	2.0
3.	Gives instruction in the operation of audiovisual equipment	6	10	4.0
4.	Takes responsibility for upkeep of audiovisual equipment and materials	8	10	4.0
5.	Supervises mechanical preparation of materials	17	10	4.0
6.	Supervises work schedules	12	12	6.5
7.	Supervises library in absence of certificated personnel	8	12	6.5
8.	Supervises inventories	14	14	8.5
9.	Keeps inventory records	21	14	8.5
10.	Produces materials for the school, such as graphics, mounted pictures, and transparencies	8	15	10.5
11.	Makes up classroom collections as requested	19	15	10.5
12.	Checks filing of cards and corrects irregularities	14	16	12.0
13.	Trains pupil library staff	17	18	13.0
14.	Reserves materials for home loan	19	22	14.0
15.	Labels materials	25	29	15.0
	Means	14.8	14	

TABLE 3

Functions of School Library Assistant

Item	Function	Opinion Difference Scores: Pretest (Unranked)	Posttest (Ranked)	Rank on Posttest
1.	Withdraws cards from catalogue	17	10	1.0
2.	Produces mimeographed materials appropriate to the library	14	11	3.0
3.	Handles sale of paperback books in school	14	11	3.0
4.	Checks on invoices of outstanding orders	26	11	3.0
5.	Prepares credit memorandum and transmits invoices to appropriate office.	20	12	5.0
6.	Sorts and distributes mail	10	13	6.0
7.	Maintains circulation records	18	14	8.0
8.	Maintains listings of magazines, serial publications, and other appropriate materials	20	14	8.0
9.	Compiles bindery lists and keeps bindery records	15	14	8.0
10.	Compiles various statistical reports, such as monthly and annual reports, attendance reports, and circulation reports	25	15	10.5
11.	Writes overdue notices and receives fines	18	15	10.5
12.	Files all kinds of materials	19	16	13.0
13.	Accessions materials (numbers)	14	16	13.0
14.	Keeps supplies orderly and readily accessible	18	16	13.0
15.	Reports errors in shipment	22	17	15.0
16.	Sets up circulation desk each day	19	18	16.5
17.	Verifies and approves invoices	20	18	16.5
18.	Determines supplies needed	20	19	18.5
19.	Checks invoices with shipment and order	18	19	18.5
20.	Reproduces and replaces missing pages	18	20	20.5
21.	Sets up reserve collections from lists	27	20	20.5
22.	Handles requests from teachers for materials and services	23	26	22.0
	Means	18.9	15.7	

TABLE 4

Functions of Library Aides

Item	Function	Opinion Difference Scores: Pretest (Unranked)	Posttest (Ranked)	Rank on Posttest
1.	Pastes book pockets and date-due slips in materials	2	1	1.0
2.	Stamps ownership in books and magazines	0	3	2.5
3.	Maintains the order, appearance, and housekeeping of the shelves, files, and tables.	3	3	2.5
4.	Jackets materials	5	6	4.0
5.	Types cards for catalogue	14	7	6.0
6.	Types cards and pockets for all materials	13	7	6.0
7.	Letters materials	22	7	6.0
8.	Sorts materials for shelving after classification	20	10	8.0
9.	Makes order cards and types cards of all kinds	16	14	9.0
10.	Inspects books returned from the bindery and returns them to circulation	21	16	10.0
11.	Operates audiovisual equipment	29	19	11.0
12.	Prepares purchase requisitions	45	20	12.0
13.	Opens and collates new materials	31	21	13.5
14.	Handles clerical aspects of correspondence	21	21	13.5
15.	Checks materials for duplicates	20	28	15.0
16.	Adapts catalogue cards	31	30	16.0
17.	Carries out the actual relocation and recognition of materials	37	31	17.0
	Means	19.4	14.4	

TABLE 5

Direct Services To Teachers And Pupils With Ranked Performance Scores
As Assigned By Elementary School Teachers and Librarians

Item	Activity	Teachers			Librarians		
		Mean	s.d.	Rank	Mean	s.d.	Rank
1.	Handles request from teachers for materials and services	3.58	3.70	1	1.85	2.17	26
2.	Teaches the use of the library to groups	3.54	3.64	2	3.04	3.30	8
3.	Guides the reading choices of groups of children	3.53	3.64	3	2.33	2.64	23
4.	Tells or reads stories to groups	3.53	3.65	4	0.85	1.43	32
5.	Makes up classroom collections as requested	3.48	3.62	5	1.59	2.41	29
6.	Helps with research work and answers reference questions	3.42	3.55	6	2.50	2.87	19
7.	Provides and plans displays, bulletin boards, exhibits, and book fairs	3.32	3.46	7	2.76	3.08	11
8.	Organizes and schedules instruction on the use of the library	3.29	3.45	8	2.54	2.89	17
9.	Gives new pupils an orientation to the library	3.25	3.43	9	1.37	2.12	31
10.	Keeps patrons advised of new acquisitions and services	3.24	3.37	10	3.09	3.25	7
11.	Reserves materials for home loans	3.14	3.37	11	2.41	2.82	21
12.	Guides the reading of individual children	3.14	3.31	12	2.02	2.42	24
13.	Operates audiovisual equipment	3.13	3.32	13	3.28	3.50	2
14.	Instructs pupils in research methods and encourages the use of standard sources, such as The Reader's Guide	3.13	3.31	14	1.85	2.71	27
15.	Sets up reserve collections from lists	3.12	3.32	15	2.35	2.71	22
16.	Produces mimeographed materials appropriate to the library	3.09	3.31	16	3.52	3.69	1
17.	Checks materials requests for duplicates	3.09	3.27	17	1.61	1.90	28
18.	Compiles bibliographies and special indexes	2.91	3.14	18	2.65	2.93	14
19.	Gives assistance to pupil organizations	2.92	3.12	19	2.43	2.80	20
20.	Gives book talks and reviews to school groups	2.84	3.08	20	3.17	3.38	5
21.	Supervises and facilitates inter-library loans	2.80	3.05	21	1.41	2.18	30
22.	Provides orientation of new faculty to library services	2.68	2.94	22	2.70	3.03	13
23.	Produces materials for the school, such as graphics, mounted pictures, and transparencies	2.62	2.88	23	3.00	3.24	9
24.	Sponsors a pupil library club	2.61	2.97	24	2.76	3.08	12
25.	Organizes a vacation reading program	2.26	2.61	25	3.22	3.40	4

TABLE 5 (Contd.)

Item	Activity	Teachers			Librarians		
		Mean	s.d.	Rank	Mean	s.d.	Rank
26.	Arranges library tours for school and youth groups	2.25	2.50	26	3.24	3.46	3
27.	Gives instruction in the operation of audiovisual equipment. .	2.14	2.44	27	2.57	2.84	15
28.	Encourages library-community contacts through open-house discussions groups, and PTA committees	2.13	2.42	28	3.11	3.45	6
29.	Plans orientation and inservice training for teachers	2.00	2.24	29	2.50	2.84	18
30.	Provides for home use of multiple copies of paperback books in demand	1.84	2.15	30	2.89	3.12	10
31.	Writes a library handbook for faculty	1.57	1.83	31	1.87	2.71	25
32.	Writes a library handbook for pupils	1.53	1.79	32	2.54	2.92	16

TABLE 6

Monthly Schedule of Library Aides Serving in Elementary School Libraries Full Time or Part-Time, 1967-68

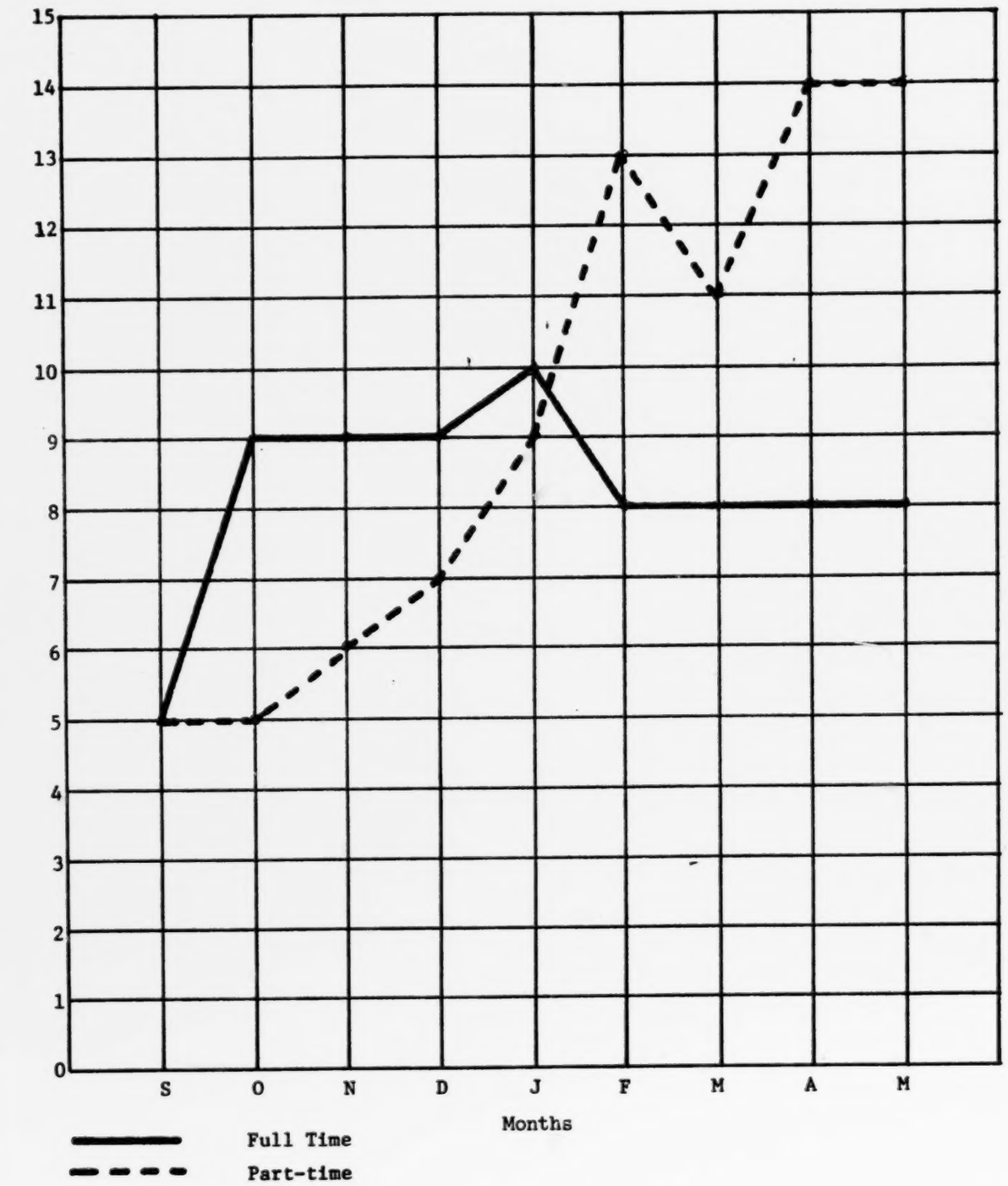

Table 7

Service And Maintenance Library Activities With Ranked Performance Scores Assigned To Library Aides And To Library Secretaries

Item	Activity	Elementary Library Aide Scores		Rank of Mean Scores			
				Elementary		High School	
		Mean	s.d.	L.A.	Libr.	Sec.	Libr.
1.	Types cards and pockets for all materials	3.89	3.99	1	33	1	2
2.	Makes spine labels for books	3.83	3.95	2	51	13	13
3.	Stamps ownership in books and magazines	3.78	3.97	3	31	8	14
4.	Sorts materials for shelving after classification	3.78	3.97	4	50	16	19
5.	Pastes book pockets and date-due slips in materials	3.72	3.92	5	48	24	33
6.	Types cards for catalogue	3.67	3.81	6	25	3	1
7.	Maintains the order, appearance, and housekeeping of the shelves, files, and tables	3.67	3.78	7	14	20	30
8.	Adapts catalogue cards	3.67	3.87	8	9	30	38
9.	Jackets materials	3.67	3.87	9	8	40	45
10.	Files all kinds of materials	3.56	3.70	10	4	14	10
11.	Checks filing of cards and corrects irregularities	3.50	3.67	11	43	23	31
12.	Makes order cards and types cards of all kinds	3.50	3.74	12	1	2	6
13.	Checks invoices with shipment and order	3.39	3.54	13	44	11	8
14.	Keeps supplies orderly and readily accessible	3.39	3.69	14	10	4	4
15.	Opens, checks, and/or collates new materials	3.33	3.59	15	38	26	17
16.	Handles request from teachers for materials and services	3.22	3.54	16	32	35	26
17.	Sets up circulation desk each day	3.11	3.44	17	2	21	15
18.	Maintains circulation records	3.11	3.45	18	7	31	28
19.	Verifies prices of materials	3.06	3.36	19	18	27	16
20.	Writes overdue notices and receives fines	3.00	3.32	20	52	9	23
21.	Supervises library in absense of certified personnel	3.00	3.26	21	47	7	7
22.	Produces mimeographed materials appropriate to the library	2.94	3.18	22	46	10	3
23.	Handles clerical aspects of correspondence	2.89	3.23	23	13	5	5
24.	Maintains listings of magazines, serial publications, and other appropriate materials	2.83	3.20	24	11	37	27
25.	Prepares purchase requisitions	2.78	3.06	25	21	22	12

26.	Carries out the actual relocation and reorganization of materials	2.72	3.05	26	27	34	37
27.	Sorts and distributes mail	2.67	3.04	27	24	32	39
28.	Makes up classroom collections as requested	2.61	2.97	28	3	46	40
29.	Withdraws cards from catalogue	2.56	2.96	29	45	18	25
30.	Compiles various statistical reports, such as monthly and annual reports, attendance reports, and circulation reports	2.50	2.79	30	15	28	18
31.	Labels audiovisual materials.	2.50	2.87	31	16	45	42
32.	Reports errors in shipment.	2.50	2.85	32	35	38	34
33.	Checks material requests for duplicates	2.44	2.87	33	30	33	36
34.	Accessions materials (numbers)	2.44	2.93	34	37	6	11
35.	Determines supplies needed	2.44	2.74	35	29	17	9
36.	Reserves materials for home loan	2.39	2.77	36	20	44	43
37.	Keeps inventory records	2.39	2.81	37	19	25	29
38.	Supervises mechanical preparation of materials	2.33	2.74	38	42	39	21
39.	Trains student library staff	2.22	2.56	39	40	19	32
40.	Reproduces and replaces missing pages	2.17	2.53	40	22	48	48
41.	Sets up reserve collections from lists	2.17	2.53	41	6	36	20
42.	Inspects books returned from the bindery and returns them to circulation.	2.17	2.60	42	41	12	24
43.	Supervises inventories	2.17	2.60	43	17	29	44
44.	Produces materials for the school, such as graphics, mounted pictures, and transparencies	2.06	2.41	44	12	50	49
45.	Takes responsibility for upkeep of audiovisual equipment and materials	2.06	2.53	45	5	51	50
46.	Checks on invoices of outstanding orders	2.06	2.53	46	49	42	35
47.	Compiles bindery lists and keeps bindery records	2.00	2.43	47	26	15	22
48.	Assists in selecting student aides.	2.00	2.45	48	28	41	46
49.	Operates audiovisual equipment.	2.00	2.33	49	39	49	52
50.	Supplies cards to teachers for giving library advanced warning on assignments	1.72	2.05	50	23	47	47
51.	Gives instruction in the operation of audiovisual equipment	1.67	1.95	51	36	52	51
52.	Prepares credit memorandum and transmits invoices to appropriate office	1.56	1.89	52	34	43	41